

REVIEW TEAM REPORT

Bates College

Teacher Education Program

Lewiston, Maine - September 26 - 29, 2010

Program Review Team:

Dr. Mark B. Tappan, Chair
Dr. Allyson Hughes Handley
Dr. Tomasz Herzog
Dr. Paula Tingley
Anne Wehrman

State Board Observer: Lynda A. Doyle

State Consultant: Harry W. Osgood
Higher Education Specialist

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I. Introduction:

This Review Team report of findings is based upon a review of the self-study report developed by the teacher certification program unit from Bates College, as well as from data collected and reviewed during the on-site visit conducted September 26-29, 2010. The State Board approved Review Team conducted interviews with faculty, administrators, professional staff, students, cooperating teachers, and cooperating school administrators. The Team also visited classes on campus and observed student teachers in the field at Edward Little High School and Lewiston High School in Auburn and Lewiston respectively. In addition to the self-study, Team members reviewed related and corroborative program documents as well as representative student work, including formative and summative student portfolios (in both hard copy and electronic formats) as available to them in the exhibit room on campus.

Founded in 1855 Bates College is a private, highly selective, residential college focusing upon undergraduate study in the liberal arts and sciences as well as in interdisciplinary programs. Established by abolitionists who believed strongly in freedom, civil rights and the importance of a higher education for all who could benefit from it, the College has consistently admitted students without regard to race, religion, national origin or gender and was the first co-educational college in New England. The College values a diverse student body and understands that a broad range of experience and ideas is a key resource for achieving excellence in the life of the mind.

Located in Lewiston, Bates offers the B.A. or B.S. to an enrollment of 1,738 students, currently coming from 46 states and from 65 other countries. With a student-faculty ratio of 10-to-1 students develop analytical and communication skills by pursuing one of 32 majors and completing a thesis or capstone experience. Starting with the Class of 2011, all students must also complete new requirements in writing, scientific and quantitative literacy as well two General Education concentrations on topics designed by groups of faculty within or across disciplines. About 95 percent of students live on campus and roughly two-thirds participate in study-abroad programs. Opportunities for active engagement in the broader community are made possible through the Harvard Center for Community Partnerships, which connects both civic and community work across the curriculum and coordinates community service work.

Since its founding Bates College has had a long history of preparing teachers. For many years it was known as “a college for preachers and teachers.” Although few students today become preachers, many Bates graduates are employed in the field of education: According to the 2007 Bates Administrative Database, 24.6% of Bates alumni enter some education-related career. Over time, the college has become nationally known, well respected, and “highly selective” in its admissions. As reported in the 2009-2010 “Common Data Set”, Bates received 4,767 applications for admission to the class of 2013; 1,284 were accepted, and 469 enrolled. Of those, 40% received some form of financial aid. The current 1,738 student population is composed of approximately 75% White Non-Hispanic and 25% representing other racial and ethnic categories (Black, American Indian/ Alaska Native, Asian or Pacific Islander, Hispanic, or “unknown”).

Through the Education Department Bates College offers only one professional development opportunity to its students. The Education Department was approved to offer a Minor in Teacher Education in 1997. The Department offers both an “Education Studies” minor as well as a Teacher Education minor. Over time the number of students electing to enroll in one of these two minors in Education has remained steady, averaging 16.6 graduating seniors per year from 2001 to 2011. Enrollment in the Teacher Education Program/Minor has also remained stable with an average of 6.5 seniors from 2001 to 2011.

The Teacher Education Program/Minor faces the ongoing challenge of fulfilling two important missions: 1) To provide a minor in Teacher Education for students seeking secondary certification (7 to 12) when they graduate, and 2) To offer other courses for students who choose a minor in Educational Studies. This latter option, which does not include student teaching, provides students with an opportunity to study educational issues in depth from a liberal arts perspective.

Many Bates College students enroll in these courses without formally applying to a minor in Education. Courses are cross-listed in the Departments of Sociology, Psychology, Anthropology, and Dance, as well as the interdisciplinary Programs of African-American Studies, Women and Gender Studies, and American Cultural Studies. The department has high enrollment in education courses each year, with over 250 students registered for courses in 2009-10. In addition Education faculty members provide support for senior theses and independent studies, with primary advisement of one senior thesis and seven Independent Studies in 2009-10. One faculty member each year offers the College a first-year seminar, *FYS 300 Exploring Education Through Narratives*, thus increasing the department’s visibility and its opportunity to recruit students early in their tenure at Bates.

One important change in programming at Bates since the last Review is the addition of General Education Concentrations (“GECs”) that are now part of the newly-revised Bates plan, in which all students must take a “major plus 2”--with the two being any combination of minors, other majors, or GECs. These GECs represent sets of a minimum of four courses built around thematic areas of study. The Education Department currently has four GECs established, with many more GECs incorporating Education courses. Thus, students now feed into Education courses through GECs as well as through minors and interdisciplinary majors.

Although historically Bates College was known for graduating “teachers and preachers,” the current Teacher Education Program is relatively small. Enrollment in the Teacher Education Program has averaged seven students each. The Department of Education also offers a educational studies minor enrolling some 200 students but since this minor does not lead to teacher certification, it falls beyond the purview of this Program Review Team visit. The essence of this review is focused on the Teacher Education Program since this is the one path through which Bates students may pursue Maine secondary certification in the areas of English, social studies, science, mathematics, and modern languages (K-12).

Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for departments, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

In the Bates College Self-Study Report, the college catalog and the college website the Education Department's mission is stated as follows:

“The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that constitute the broader context for education. In particular, the department aims to nurture in students the development of these qualities: Critical action and civic responsibility: The department wants students to develop a sense of social responsibility and concern for the common good, and so encourages them to become involved in the local community and beyond through fieldwork, service-learning projects, policy analysis, student teaching, and empirical research. Reflection and engagement: In the department's vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth. Imagination and a passion for learning: With imagination, a passion for learning, and the skills and knowledge they develop, students are well-prepared to pursue their interests in education. Commitment to social justice: Throughout the program, students are encouraged to recognize and address the influence of social context on the democratic possibilities of schooling. Because education itself is an interdisciplinary area of study, the education department offers courses that attract students with a variety of interests. Some pursue educational studies as part of their exploration of liberal arts at Bates. Some want to teach immediately after they graduate from Bates or following graduate study. Others link their interest in social institutions, public policy, community, or families and children to a direct and deeper understanding of American schools. Many students simply want to know more about education so that they can be better prepared to fulfill their future roles as citizens and parents. To encourage the integration of theory and practice, education courses require a field placement in a local school or community setting. Students are expected to reflect systematically on the larger questions surrounding educational structures and practices raised through field experiences.”

Embedded within this statement of purpose and mission are the key elements of the program's Conceptual Framework. The Conceptual Framework expands on the mission statement by providing four important themes upon which the program is based:

- ***Critical action and civic responsibility*** – *Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.*
- ***Reflection and engagement*** – *In our vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth.*
- ***Imagination and a passion for learning*** -- *With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.*
- ***Commitment to social justice*** – *Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.*

This Conceptual Framework is supported by theory and research, clearly articulated across campus well understood among faculty and students, and appears in appropriate departmental publications. It is also clearly a dynamic document that has been revisited and revised at appropriate intervals.

III. Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

Students at Bates gain a strong background in liberal arts, in-depth study in their majors and the skills and knowledge necessary for beginning teachers. Throughout their studies, the philosophy, stated in the conceptual framework, of constant reflection and engagement prevails. The Department of Education Mission Statement and the expectation for demonstrating proficiency in each of *Maine's Ten Initial Teacher Certification Standards* are included in all syllabi.

Bates College offers a Minor in Teacher Education, which leads to program completion or a Minor in Educational Studies after which a student applying for certification would go through transcript analysis. The student is required to first earn a major in their academic discipline and to complete seven education courses. Three of the courses, each of which includes a field experience of 30 hours, are taken before senior year: Ed 231 Perspectives on Education, Ed 362 Major Concepts of Special Education and one elective course. Field Placements are arranged through the Community-Based Learning program at the Harwood Center for Community Partnerships at Bates. These courses highlight issues of diversity and social justice. Because of a significant demographic change in population of Lewiston-Auburn public schools in recent years, students have many opportunities to work one-on-one and in small groups with children who are English Language Learners or have significant differences in academic and cultural background upon entering school. Bates has offered special sessions on teaching ELL arranged by the Community-Based Learning Center/Community Partnerships.

The other four courses: Ed 447 Curriculum and Methods, Ed 448 Senior Seminar: Reflection and Engagement and Ed 460-461 Student Teaching I and II comprise the senior sequence for student teachers. They are separate courses, but are integrated in terms of goals, curricular content, instruction and supervision. Course work is addressed in biweekly seminars each semester. In the fall semester student teachers are in the schools for one period a day, teaching at least one class. In the winter they spend all day in the schools, assuming full responsibility for teaching at least three classes. The two-semester student teaching experiences equates to a minimum of 450 hours of clinical time. This is the equivalent of 15 weeks of student teaching as permitted in Chapter 114.

Students wishing to participate in either the Teacher Education minor or the Educational studies minor must register online by March of their sophomore year. They must submit

an initial application and meet with a faculty member who reviews their transcript, and advises them on course requirements and sequence. For the Teacher Education program the student must also have, by fall of the junior year, an updated transcript, a 3-5-page essay and a letter of recommendation (outside the Education Department). They must also obtain the signature of the Major Department Chair to verify that they are in good standing within their major. By the end of the fall term of senior year, Teacher Education students are expected to have passed the Praxis I exam and to have fingerprints taken. Although the Bates program does not require Praxis II as part of their program, students do know that Praxis II is a Maine certification requirement. The Teacher Education Program enables candidates to qualify for public secondary school (grades 7-12) teaching certificates in English Language Arts, Mathematics, Life Science, Physical Science, Social Studies and World Languages (K-12).

All of the student teachers complete a capstone experience in their major discipline during their senior year, typically, a senior thesis, or something comparable such as an intensive upper level seminar or a service-learning or lab-based research project. Due to the two-semester student teaching requirement, the students are teaching while they are completing such projects. It is understood from major and thesis advisors and supervising teachers that the double capstone (for the major and teacher education) poses unique challenges for the student teacher. The education department seeks to optimize the experience through careful planning and advising. Student teachers can often plan a thesis topic that intersects with the specific teaching assignment.

There is strong student support through careful advising, a wide variety of field experiences prior to student teaching, writing support through coursework, the Peer Writing Center at Ladd Library and the availability of Professional Writing Specialists. Each student teacher has a Supervisory Support Team to assist them in setting goals, planning and teaching, assessing their work and to address concerns. Monies are available through the Harwood Center/Community-based Projects to help students fund projects in an after-school program or class project.

Maine's Ten Initial Teacher Certification Standards are addressed in the syllabi for each of the education courses and student teaching student teaching sequence. Classroom observation reports and performance assessments, completed by both host teachers and Bates faculty, include the typical description of the lesson, strengths and suggested modifications as well as how each lesson meets *Maine's Ten Initial Teacher Certification Standards*. Throughout the student teaching sequence students are required to submit two or more pieces of evidence/artifacts for each of *Maine's Ten Initial Teacher Certification Standards* (lesson plans, reflections, observation forms, performance assessments, journal entries, examples of student work, mini curriculum units) electronically that scaffold into a final assessment portfolio that show that the student has full understanding of *Maine's Ten Initial Teacher Certification Standards*.

All courses in the Teacher Education Program include teaching and/or presentation components, and many require a lesson plan. All unit and lessons plans used throughout the courses incorporate Maine Learning Results. All courses encourage and require the

understanding of the principles of effective classroom climate and management. Student teachers are required to conduct relevant research to develop their understanding of the context of the school and community in which they are teaching. The Context Essay project has become a core component of preparing student teachers to understand the fuller context of their children's lives in families and communities. Through interviews with the guidance counselor, educational specialists (special ed, OT, PT, Speech, Librarian), administrator, curriculum coordinator, tech support the Context Essay requires the student to learn about the broader communities in which they are placed, including community agencies, structures, families and the schools. Students are expected to know about the rules and policies of their schools, supportive services, staff and administrative processes so that the students will have clear understanding of their obligation to maintain consistent adherence to the institutional expectations of their placement.

Students are encouraged and supported with departmental funds to attend professional meetings/workshops within their academic areas. Students are urged to join professional organizations such as National Council of Teachers of English (NCTE), American Council on the teaching of Foreign Languages (ACTFL), National council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA) and others as student members.

Student and faculty use of technology plays a large role in the course of study at Bates. In one of the interviews it was stated that there are 11,000 uses of technology for 1700 students. Programs are integrated and classrooms are centrally networked. The faculty post course syllabi, schedules (and changes) on Lyceum. There is online grading and registration. Guidance is provided for faculty and students for presentations, student teacher videos. By submitting evidence/artifacts (lesson plans, reflections, journal entries, examples of student work, mini curriculum units) electronically over time during student teaching faculty can provide incremental reviews and discuss revisions well before that final assessment portfolio is due.

During a conference call with three alumnae who are teaching in New Hampshire, Maryland and in Massachusetts, all spoke very favorably about the preparation and support they received while going through the Bates Teacher Education Program. One felt strongly that she has a better understanding of *Maine's Ten Initial Teacher Certification Standards* and writing lessons plans in which she can adjust and add activities for effective teaching than some of her veteran counterparts. One uses her portfolio now/still, and can adjust plans and teach to different styles with no problem. They felt really prepared for the first day on the job. One felt that the community work in Adult Ed and work with the Somali population gave her more confidence.

When asked what they would have liked more information about, they answered with the following: would love to have had a bigger education program; it made me grow up and inspired me to be a life long learner and to help others; would like to know more about differentiation; during senior student teaching would like to have focused more on application to different scenarios; would like more processing time to talk with other student teachers; would like to know more about teaching reading comprehension and

fluency; how to teach those far below in the same classroom; more about leveled lesson plans for the same curriculum in middle school; more about interdisciplinary lesson plans.

All students spoke very highly about being able to still contact their advisor if needed for continued support (said the energy is infectious!)

Overall Assessment of Standard

Commendations:

1. We commend the Education Department for operating under a strong collegial framework and providing positive support for teacher certification candidates.
2. We commend Bates College, and by extension the Education Department, for the emphasis placed on nurturing and fostering the development of student writing and communication skills, starting in the first year, continuing through the middle years, and culminating in the senior thesis requirement for all students.

Review Team Decision:

This Standard Is Met.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

Candidate Assessment:

Even though the Teacher Education program is small-- an average of seven students have completed the program each year over the past ten year--the Bates Education department has developed an extensive, intensive, and comprehensive assessment system for collecting and analyzing data on the qualification of candidates for certification.

Students have their initial encounter with the department via courses and conversations with faculty during their first two years at Bates. Faculty assess students' progress as they take the first three courses, to get an early sense of their future promise as student teachers. In addition, field placement assessments in the first several courses, conducted by host teachers, provide evaluative comments about the potential for students to succeed in the field of education.

Students must declare their official intent to complete the Teacher Education minor by March 1 of their sophomore year. Students must submit an initial application and meet with a faculty member who reviews their transcript, advises them on course requirements and sequence, and signs off on the application. The Chair officially accepts the student into the minor via the online system. For the Teacher Education program, students must also have, by fall of their Junior year, an updated transcript, a 3-5 page essay, a letter of recommendation (outside of the Education department), and the signature of their Major Department Chair to verify that they are in good standing within their major.

Evidence indicates that assessment of the performance of teacher certification candidates becomes intense and extensive during their senior Student Teaching experience. Both cooperating teachers and Bates supervising faculty complete a "Classroom Observation Report" and a "Performance Assessment," both based on *Maine's Ten Initial Teacher Certification Standards*, for each candidate twice during the fall semester, and twice during the winter semester. In the fall, these evaluations are considered formative assessment; in the winter, the overall evaluation is summative. The entire Education department faculty makes the decision about recommending/not recommending each student for certification—if the other requirements, such as those for a Bates degree, have also been met. In addition, there are specific "assessment rubrics" that student teachers must complete for both ED 461 (fall) and ED 462 (winter) in order to receive credit for the academic components of the senior Student Teaching sequence.

The “Teacher Education Program Portfolio and Program Assessment,” again based *Maine’s Ten Initial Teacher Certification Standards*, becomes the assessment and evaluation tool for examining mid-year progress as well as completion of the Teacher Education Program. Teach candidate for certification is assessed throughout the program with reference to course grades (“assessment rubric”), Praxis scores, college supervisor and cooperating teacher observations of teaching, mid-semester and mid-program formative assessments during the senior-sequence, and an end-of-program summative assessment based upon the Performance Assessment Rubric and evaluations completed by the student, college supervisor, and cooperating teacher. In addition, students receive a checklist of needed items at the mid-point and end of each semester, to assist with organization and clarity. Finally, at the completion of their student teaching, faculty supervisors complete a portfolio assessment for all candidates, as a result of a final review of their professional portfolios (which students have been working on throughout their senior year).

Department Evaluation:

The Bates Education Department has also been deliberate in undertaking an ongoing evaluation of the performance of graduates, and of all ongoing aspects and dimensions of the operation of the department, to improve its performance. Evidence indicates that the department, under the direction of its current chair, has responded carefully and systematically to all of the recommendations made to the department by the 2005 Program Review Team. This review and evaluation has been quite successful, and has resulted in a number of important changes, as documented in the minutes of department meetings, and conversations with faculty.

In addition, the department has used the results of systematic surveys of graduates and host teachers. Results of these surveys have been taken into serious consideration when evaluating and refining the Teacher Education program and the Education Department as a whole. These surveys indicate a very high level of satisfaction with the preparation received through the Education programming, and graduates articulate knowledge and skill that tie directly to the department’s conceptual framework and *Maine’s Ten Initial Teacher Certification Standards*.

College-Wide Processes:

The Education department faculty are regularly assessed for their contributions to the professional community at Bates College and for their expertise in providing preparation for students in the Teacher Education Program across all courses offered in the Department. Faculty undergo rigorous institutional personnel reviews on a regular schedule outlined in the “Faculty Handbook.” Bates College has a course evaluation system, allowing students to evaluate teaching and course effectiveness on-line at the end of each semester. Students are not allowed to see their grades on-line until they have completed the evaluation for each course, thereby encouraging a more thorough response to the institutional evaluation system. Faculty members in the Education Department also regularly request feedback from students at mid-term and at the end of the term

through free-writes, feedback forms, and journals.

College wide, departments and programs are reviewed every 10 years, following a standard set of policies and procedures. Department faculty members develop a self-study that is submitted to the Dean of Faculty and the four division chairs. Two review committees are formed: one consists of Bates faculty from outside the department; the other consists of faculty colleagues (usually three) from other institutions. This visiting committee ultimately conducts the departmental review during a visit to campus, and they write a report (to which the department responds). The last such review of the Education department occurred in 2006.

Overall Assessment of Standard

Commendation:

1. We commend the Education Department for the comprehensive assessment program that has been developed to provide constant feedback to aspiring teachers throughout the prerequisite courses and in the student teaching sequence.

Review Team Decision:

This Standard Is Met.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.

Findings:

Field experiences, clinical practice, service learning, and student teaching are integral components of the teacher candidates' preparation and practice. The Teacher Education Program requires teachers to take three courses prior to the senior year of student teaching, all of which have a minimum of thirty hours of field placement in the schools. During the senior year students are required to complete ninety hours of student teaching in the fall, and two hundred seventy hours in the winter. Many students extend their learning beyond the mandatory four hundred and fifty field hours. \

Coordination of Placements:

An Education Department associate supports the department by arranging all field experiences prior to but not including senior student teaching. She also visits classes at the beginning of each term to explain legal and ethical responsibilities, expectations for behavior and dress, and details about the schools and communities in which students will be placed.

The senior year sequence of student teaching experiences are arranged in the spring of the previous year when the Director of Teacher Education directly contacts school administrators and Department Heads and begins to coordinate the communication among the cooperating teacher, the student, and the supervising faculty member. In the fall cooperating teachers are invited to participate in a "learning community" that gives an introduction to the program. Handbooks for cooperating teachers are also distributed. Learning community meetings are also held at the end of fall term and during winter term.

Interviewed school administrators and cooperating teachers spoke highly of the way the student teaching experience is structured.

Opportunities for Critical Reflection:

The mission of the Education Department is "to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and the cultural processes that comprise the broader context for education."

During the interviews, school administrators and cooperating teachers credited the Teacher Education Program faculty with preparing excellent and dedicated student teachers. They reflected on students' impressive knowledge of subject matter and high ethical standards. The concern about and dedication to promoting social justice in educational settings was seen as an example of the internalization of Bates College ideals.

Comments received during interviews also indicate that the strong relationship between the cooperating teacher and student is mutually beneficial and highly valued. In many instances the collaborative relationship that began during student teaching continues beyond the school-based field experience. During the interviews conducted by the review team, cooperating teachers credited students for helping them continually rediscover the importance and value of life-long learning in the teaching profession. The results of the close collaboration between experienced and pre-service teachers can be seen in student's written articles, essays, public presentations and senior theses.

All findings indicate that the Teacher Education program at Bates College produces well rounded, knowledgeable, skilled, dedicated, and reflective educators.

Connection to Professional Standards:

Student teachers are expected to demonstrate a thorough understanding of the linkage that exists between the pedagogical preparation and Maine's ten initial teacher certification standards. This finds its validation in the documents provided by the unit, and in interviewing students, cooperating teachers, and local school administrators.

Cooperating teachers in partner schools are a particularly valuable professional resource for Bates College student teachers. The unit has provided extensive field experiences that facilitate the candidates' development as professional educators through extensive classroom observation, assisting teachers, attending meetings, tutoring, and participating in education-related community events.

School administrators, as practitioners, spoke highly of the way the student teaching experience is structured.

Diversity:

There are many ways in which student knowledge, practical skills and dispositions are required to recognize the needs of and to provide meaningful learning experiences for diverse learners.

A combination of projects, journals, memos, presentations, papers, discussion interaction and portfolios reflect on and help evaluate student progress and achievement during clinical experiences. Interviews with student teachers show that they are well prepared and confident in their ability to handle any aspect of the school environment.

Overall Assessment of Standard

Commendation:

1. We commend the Teacher Education faculty members for creating an environment that facilitates students' professional growth. Interviews and comments made to the review team pointed to the fact that student teachers can rely on and receive in a timely manner various forms of faculty support and encouragement. On several occasions students commented on the fact that they receive an immediate response to concerns ranging from didactical to ethical to personal questions and issues.

Review Team Decision:

This Standard Is Met.

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Findings:

Bates College's dedication to diversity goes back to its founding in 1855 by abolitionists who believed in freedom and civil rights for all people. Today Bates College continues its commitment to create diversity on its campus both in terms of its recruitment of a diverse student population and its recruitment of faculty and staff. For example, during the past several years Bates has undertaken diversity initiatives led by administrators with the intent to "increase the diversity of its student body, faculty, and staff and to provide an environment for social and intellectual engagement that is reflective of the increasingly multicultural society in the 21st century."

The Teacher Education Program exists in a broader institutional context that stresses the values of inclusivity. The Program seeks a diversity of students to participate in Teacher Education: "We consider socioeconomic status, gender, race ethnicity, culture, exceptionalities, religious affiliations and sexual orientation, among a wide variety of individual attributes to be salient characteristics in terms of preparing a diverse cadre of future public school teachers."

Interviews with student teachers provide evidence of knowledge of diversity being strong in relation to diverse learners. Teacher Education coursework provides opportunities for student teachers to work directly with students of diverse backgrounds in their field placements in local schools. The large majority of these students are recent immigrants from Somalia, or are second generation Somali immigrants, whose families migrated to this area. The changes that have taken place in the Lewiston area require that new teachers be aware and professionally prepared.

Student teachers are required to complete their ninety hours of field experience prior to senior year and the three hundred and sixty hour senior year sequence of student teaching. Both Bates graduates and current student teachers interviewed by the review team underscored the long lasting impact of that experience on their decisions about entering the teaching profession and staying in the area after graduation in order to remain involved.

An examination of syllabi and practices points to the significant role that the Education Program plays in helping student teachers understand and respect diversity in both teaching and learning. A broad array of topics and perspectives infused into a variety of Education courses make students see and understand the interconnectedness of demographic, economic, cultural, and many other factors. Thanks to close collaboration

with The Harvard Center for Community Partnerships, the Teacher Education Program provides a number of resources and events, including forums, speakers, film series and other community oriented activities.

The Teacher Education Program prepares student teachers well to assume leadership positions in the 21st century.

Overall Assessment of Standard

Commendation:

1. We commend the Education Department for its efforts to promote diversity and social justice, and to strive to engage these issues not only on campus, in coursework and scholarship, but also in the local Lewiston/Auburn community.

Review Team Decision:

This Standard Is Met.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Findings:

The Bates Education department is staffed by four highly qualified, energetic, and hard-working faculty members (two tenure-track faculty and two-lecturers) who are dedicated to nurturing in their students the qualities of critical action and civic responsibility, reflection and engagement, imagination and a passion for learning, and a commitment to social justice. Three current faculty hold doctorates in their specialty areas; one faculty member has an MS Ed. The two faculty members (lecturers) who work most closely with teacher certification candidates have also retained state certification in their respective specialty areas.

Evidence gathered from conversations with faculty and from a review of artifacts, documents, and other sources, suggests that Education faculty model best practices in teaching, scholarship, and service. Faculty employ a variety of pedagogical and instructional strategies including small group work, lectures, group discussion, simulation, role-play, reflective writing, observation, and field work. Course work in the department invites students to make connections between the readings and class discussions and their experience in the schools. The department's conceptual framework guides faculty pedagogy and content in all courses; it is printed on all syllabi, and it is highly visible throughout the department. Students and alumni report that faculty members, particularly the Director of Teacher Education, are extremely supportive, passionate, and inspiring. They speak fondly of the sense of community fostered in the department, and the way the faculty genuinely encourage students in the department at every stage.

In addition, Department faculty members are committed to assessing their own effectiveness as teachers, and in relation to candidate performance. As detailed above, faculty have developed an extensive assessment system to track and assess the qualifications of professional certification candidates—a system that requires significant time and energy on the part of faculty beginning during a candidate's sophomore year, and peaking during a candidate's senior year. An institutional teaching evaluation process is conducted on-line at the conclusion of each semester, and faculty members are provided with the results of student evaluations. Faculty members also typically conduct their own personal evaluations of their courses. The department also seeks feedback informally both from students and practitioners on an annual basis, sometimes through online surveys. Student course evaluations, along with peer review of scholarship and service, are taken into consideration as part of the regular, systematic, and comprehensive

evaluations that faculty undergo for contract renewals and reappointments (every five years for lecturers), and one-year, four-year, tenure, and promotion reviews for tenure track faculty.

Faculty members are productive scholars whose work has appeared in books, book chapters, peer-reviewed journal articles, monographs, and curricular materials. Faculty have presented a number of invited papers and presentations, as well as given a number of peer-reviewed conference presentations at annual meetings of professional organizations. The foci of the faculty's scholarly activities are directly related to courses taught within the Education department.

All faculty members are service oriented, with respect to the Department, to the college, to the local community, and to their professional affiliations at the state and national levels. They also support Bates student research in the schools through independent studies and theses. Faculty members are involved in the community, via various service learning and civic engagement departments sponsored by the Harwood Center. In fact, many members of the Bates community commented that the Education department has taken a leading role in initiating and supporting a variety of recent initiative to connect Bates with the local community. Of particular importance is the support that the department has provided to local schools (particularly Longley Elementary) as they continue to deal with the challenges posed by the dramatic increase in the Somali Bantu population in recent years.

The Education Department faculty members enjoy a collaborative relationship with faculty across many disciplines at Bates. Several courses are cross-listed and/or accepted as courses meeting major requirements in other departments. Education faculty members often advise students for interdisciplinary departments and provide other departments and departments with support for their students. In addition, Education department faculty members attend CETE (Consortium for Excellence in Teacher Education) each year, meeting with colleagues from similar liberal arts departments, such as at Bowdoin College and Colby College, among others in New England. The Director of Teacher Education has regularly attended state Department of Education workshops, departments, and monthly meetings established for deans, directors, and others colleagues around the state.

Bates College provides ample support for technology integration and use for faculty and students alike. Technology instructional staff provides individual as well as workshop training, support and assistance on a wide variety of topics and tools. Students and faculty have ample access to updated computer labs and resources, including the latest in presentation tools, hardware, and innovations. Courses in the department are all accessed through the Lyceum course management system, including many readings, assignments, forums, web links, and more. Students are expected to access this system daily and often upload documents and/or participate in forums through this venue. The Education department seminar room, and in fact most classroom spaces in Pettengill Hall, are wireless with projection equipment and Whiteboard technology. Again, many on campus

commented that faculty in the Education Department were among the leaders at Bates in integrating technology in all aspects of their work with students.

All faculty members are provided with professional development funds for travel and participation in workshops and research conferences. Faculty also participate in departments, workshops and conferences provided by the State of Maine Department of Education, CETE, and other organizations. The Department of Library Services and Instructional Technologies provides an extensive schedule of workshops for faculty and students on campus technologies, including Lyceum, Web 2.0 media, use of editing technologies, and other products. The Instructional Technologies staff also schedules dedicated workshops for Education classes on the particular technologies that student teachers are required to use as part of their performance assessment. Bates holds an annual Professional Development conference on various topics of interest each May, the most recent being about the integration of Digital Media into course work to provide alternative venues for students to “tell their stories.” Faculty members also receive excellent support for First Year Seminars and writing intensive courses.

Finally, faculty review and evaluation at the college-wide level is rigorous and systematic. All tenure-track faculty members are reviewed after two years, after four years, and after six years of teaching; the sixth year review is typically the tenure review. Candidates for tenure (as well as candidates for promotion) must submit a dossier documenting their teaching and advising, research and scholarship, and service. Student letters are gathered, as well as peer observations of teaching. Outside experts in the candidates’ field are asked to review and evaluate the quality of the research and scholarship presented as part of the dossier. The Bates Board of Trustees, upon the recommendation of the President and the college-wide Promotion and Tenure committee, confirms final decisions regarding tenure and promotion.

Overall Assessment of Standard

Commendation:

1. We commend Education department faculty who have co-authored articles, reports, and papers with teacher certification students. This is a practice that deserves to be repeated and expanded upon when the opportunities arise.

Review Team Decision:

This Standard Is Met.

Standard Six: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

The Bates College mission statement embraces “educating the whole person through creative and rigorous scholarship in a collaborative residential community”. In addition, the mission statement affirms the “power of differences, cultivating intellectual discovery and informed civic action”. The Department of Education demonstrates these values within their classes and programs, all of which have been informed by a conceptual framework based upon reflection and engagement.

Current students readily identify reflection and engagement as core components of their learning experiences within the program. Interviews with current students and alumni as well as classroom visitations confirmed the reflective process that permeates Bates education classes and programs. Students are encouraged to examine and re-examine their beliefs, values and ideas as they encounter new information and experiences within the education program. An exceptionally high quality of student advisement exists among the Bates education faculty as evidenced through interviews with students and alumni of the program.

The Education Department is led by an experienced Chair and is housed within the Division of Social Sciences. Education faculty members are housed in Pettingill Hall where classroom and meeting space is configured to enable formal and informal interactions between students and faculty. Education and psychology faculty reside on the same floor of Pettingill Hall, which provides opportunities for collaboration. Full-time education faculty members include two tenure track and two non-tenure track positions. Due to the small size of the faculty, visiting faculty members are hired to temporarily replace faculty who are on sabbatical.

The Education Departments receives an annual operating budget managed by the program Chair. The current budget appears to adequately support the department and the professional development needs of the faculty. The budget development and implementation process at Bates is aligned with the academic priorities of the College. Budget management provides flexibility in supporting regular and unique academic activities within the education program.

Cooperating teachers within local schools report very positive experiences hosting Bates education students. Significant professional support for cooperating teachers is provided by full-time education faculty at Bates. *The Handbook for Cooperating Teachers* includes detailed instructions regarding the student teaching experience. Meetings both mandatory and optional are held on the Bates campus for cooperating teachers to ensure

the quality and consistency of the classroom experience. Cooperating teachers commented on the opportunities to learn and expand their skills through such meetings and interactions with Bates faculty. Email and phone communications occur regularly and classroom observations by full-time faculty are scheduled in a timely and frequent manner. Cooperating teachers report that Bates students are very well prepared to assume classroom leadership.

The Department operates with a shared governance model that incorporates collegial program development and creative problem solving to academic and administrative challenges if they arise. Evidence of these effective internal working relationships was evident within the minutes of regular faculty meetings, the comments of students and the observations of faculty and staff from outside of the Department of Education. As one non-education administrator commented: “The education faculty work as an effective team rather than as separate individuals”.

The education faculty works closely with library personnel to ensure that education students have ready access to academic resources. Faculty work collaboratively with the professional library staff and recommend books and journals for purchase. The reference librarian is invited to meet with education faculty on a regular basis and she routinely provides library orientation within education classes. The library at Bates serves as the “campus center” for student work and meetings. The library tracks the usage of services and data indicates heavy utilization of electronic and traditional education resources by faculty and students. Education faculty also serve as “early adopters” for many of the newer technology tools that technology staff within the library make available to faculty.

The visiting team reviewed historical enrollment data for teacher education and educational studies programs for the past ten years. Of particular interest were the enrollment projections for the 2011 and 2012 academic years. If both the teacher education and educational studies programs grow as predicted, the College may need to assess education faculty and staff needs to maintain the current quality of the program.

Overall Assessment of the Standard

Commendation:

1. We commend the College for its commitment to providing the resources necessary to support the work of the Education Department and the Teacher Education program.

Review Team Decision:

This Standard Is Met.

IV. Recommendation to the State Board of Education

The Review Team recommends that the Bates College Education Program be granted full five-year approval by the Maine State Board of Education from Fall 2010 through Fall 2015.

V. List of individuals Interviewed and Sources of Evidence

A. INDIVIDUALS INTERVIEWED:

Standard 3

Beth Bradley
Ellen Alcorn
Dwayne Conway
Mackenzie Dreiss
Leslie Hill
Julia Sleeper

Standard 4

Beth Bradley
Ellen Alcorn
Dwayne Conway
Mackenzie Dreiss
Leslie Hill
Julia Sleeper

B. SOURCES OF EVIDENCE

Standard 3

Evidence Box 3:
Education “Show and Tell” Spring ‘10
“Journal of Maine Education”: articles by students/alumni
Report of Supervisory Support Team (SST) Meeting
Mission and Conceptual Framework for Teachers
Field Experience Evaluation
Guidelines for Field Experience/Host Teachers
Student Teaching Log
Field Experience Log
Handbook for Cooperating Teachers 2010-11
See also Exhibit 1 and Table Exhibits for Portfolios and Curriculum Units

Standard 4 Box

Copy of job ad

Tips for inclusive faculty recruitment

Diversity Initiatives

“Ask Me Another” (Bates magazine Article)

Martin Luther King Day program 2010

Diversity Presentation Email Announcement

Demographics for Lewiston and schools

Student Profile

Course syllabi “see folder”